



Assessing the status of EFL in Libya

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Abstract

The present research is primarily concerned with 'Why the learners of English language fail to learn English to a satisfactory level in a stipulated period' in Libya. In this pursuit, the research tries to explore several causes which impede the learning process. The research also tries to find possible solutions of faulty methods used for ELT in Libya. It is noteworthy that excessive use of Arabic in delivering English lessons by the teachers of English language was considered the first impeding factor. The main focus was found to be on reading skill and grammar; while skills such as listening, speaking and writing as well as sub-skills such as punctuation, pronunciation and spelling got the back seat. The research takes into account various aspects to know the root cause of the failures of English Language Teaching and Learning in Libya. The research focuses on the historical background of ELT in Libya for last three decades to this date. The research found that the old generations of teachers were banking upon GTM only. Secondly, the research also found that continuous and frequent changes in the curriculum and the English textbooks had affected ELT very adversely. Thirdly, it was also found that teachers were not linguistically trained enough to undertake the task of ELT. After analyzing all the data about the problem under consideration, the research comes out with many solutions as recommendations. For instance, the research suggests changing the textbooks according to the Libyan students' needs, specializations and abilities. It also suggests having instructional and in-service courses for all the teachers of English language constantly and to use all the language skills and apply them in their lessons.

1. Introduction

It is noticed that many Arab countries like Iraq, Yemen, Egypt including Libya, should go forward to remove the obstacles which are found in the process of teaching/ learning English language EL as a foreign language. In Libya English learners failed to learn English to a satisfactory level. As a building crumbles due to weak foundations so happened in the case of teaching and learning English in Libya. The research is intended to explore the reasons of '*why most of the Libyan students failed to learn English appropriately during the span of last three decades*'. In other words, The purpose of the research is to elicit the real main

reasons and the subsidiary causes which proved hurdles in the process of teaching English Language (EL).

The research finds two main reasons for the poor state of English in Libya. The first reason is the frequent changes in the English curriculum over the last three decades. Frequent changes in textbooks with a focus on reading and grammar skills rather than incorporating major skills like speaking and listening proves that the overall process of teaching is based on GTM (Grammar Translation Method). The second is the excessive use of mother tongue (MT) in teaching EL, as well as the wide use of GTM by the teachers of English Language. Moreover, the research also discusses the curriculum used in the seventies, eighties, nineties and the beginning of the third millennium.

1.1 Statement of the Problem

As a matter of fact, teaching a foreign language is generally a very versatile and interesting occupation. It does not only include teaching and preparing lessons according to a particular method of teaching but also measuring students' performances. But English in Libya could not attain any such objectives to a satisfactory level. In Libya; there are two distinct stages of teaching English as a foreign language. The first stage was the period of 1943 to 1986. The second stage was after the year 1992. It is to be noticed that there is a gap between the two dates which was about 6 years, this specific period of time can be viewed as blank phase in which teaching and learning English at all the levels of schools, institutes and universities were stopped. The decision was enforced due to political reasons.

In the early stage, students had English textbooks such as '*Basic English*', later on they had '*Modern Reader*', which were written by English authors. But in the beginning of the eighties the textbooks were changed, they were written by British and Libyan authors as well, such as '*Further English for Libya*' as discussed in chapter two. The most noticeable point is that all these books concentrated on teaching two skills only, reading and grammar, the teachers who implemented that task focused on these skills and almost they neglected the other skills such as speaking, writing, listening, comprehension, pronunciation and others. They were focusing on Grammar Translation Method (GTM) which teaches the rules of the language, how to translate phrases and sentences from the source language (SL) into the target language (TL) and vice versa. It also requires students to memorize lists of vocabulary. This method does not teach the student how to speak, read and understand the EL; instead, it teaches the student how to talk about tenses.

1.2 Significance of the Research

The thesis has a role in the field of teaching English as a foreign language in Libya. Firstly, the thesis essentially takes the problematic case and treats it practically rather than theoretically, namely the thesis chiefly depends on the researcher's experience on teaching EL in Libya for more than twelve years, therefore it is an experimental study. Secondly, the importance of the thesis lies on giving reader or researcher to expand the problematic case that heavily accounts for impeding the process of teaching English as a foreign language in Libya, as well as the subordinate factors. Thirdly, it claims that the role of teacher of EL who participated and still, is one way or another impeding the process of teaching EL. Finally, the research reviews the

different textbooks over more than three decades, which is considered as a reference source of the English curriculums in Libya since 1943.

1.3 Objective of the Research

The objective of the present research adopts three aspects; firstly, it focuses on how to groom English language teachers to carry out the task of teaching modern EL curriculum easily and successfully in Libya. Secondly, it draws the attentions of people in charge to revise the current **textbooks** and adopt well revised proper and distinguished textbooks for Libyan students, who are still suffering from the current curriculum, which is not commensurate as per their abilities. Finally, it intends to motivate students to learn English. Hence, it is time to ponder over these three aspects: teacher, textbook and student in order to achieve these objectives. The research also endeavours to ascertain whether the incompetence of teachers affected the learning process or the poor quality of textbooks or sloppy lesson plans impeded the overall learning process.

1.4 Methodology

The research design is mixed (quantitative and qualitative) and empirical in its nature. All the major objectives were attained on the basis of observations. For this, two major methods were used. The first method consists of content analysis of the data collected from the textbooks and websites about ELT. The second consisted of a case-study which carried out in-depth interviews with a wide variety of teachers from different parts of Libya using a questionnaire.

2. Literature Review

2.1 The use of L1 in the L2 classroom

Indeed the use of first language L1 in the second language L2 classroom was in the mid-nineteenth century the only widely used teaching method in the schools, not only in particular country, but in most European countries. Originally it was used to teach Greek and Latin. To this end, it was of vital importance to focus on grammatical rules, syntactic structures, along with rote memorization of vocabulary and translation of literary texts. L1 was important in teaching Greek and Latin in the eighteenth and nineteenth centuries. It was the only method for teaching these languages. L1 in this method had such a dominant role that it was later, in mid-nineteenth century, employed in teaching modern languages. Proponents of this method claimed that L1 interpreted the words and phrases of the target language L2 in the best possible manner and ensured comprehension of the vocabulary items, collocations and sentences. For them foreign phraseology is best assimilated in the process of interpretation, and the structures of the foreign languages are best learned when compared and contrasted with those of another language (Gautam, 1988).

However, excessive application of L1 led to high extent failure of the Grammar Translation Method GTM and the drastic decline of the role of translation in teaching English as a foreign language (TEFL). Although the use of L1 in learning L2 is much maligned by language

teachers, translation is widely used in learner's foreign language learning process. It appears that learners often use L1 as a learning strategy to comprehend, remember, and produce L2.

L1 goal was to help students read and appreciate L2 literature and students would become familiar with the grammar of their native language and that their familiarity would help them speak and write their native language better. It was thought that foreign language learning would help students grow intellectually. It was recognized that students would probably never use the L2, but the mental exercise of learning it would be beneficial anyway. (Diane Larsen Freeman p.4)

2.2 Pros of the use of L1 in L2 classroom

The use of L1 in L2 classroom can be described as a two-edged sword. Those who advocate the use of L1 in the use of L2 classroom think that students' knowledge of the meaning of words and expressions is the key to their understanding of the material taught. That is why teachers resort to one-to-one word translation when explaining any material. That is due to several reasons: Firstly, the main reasons behind teacher's heavy use of native language is an attempt to make the students familiar to such words or expressions at the time being in order not to repeat the translation of those words or/and expressions in the future. And that broadly use of the native language in learning the second language (L2) would contribute to learners' better understanding of the teaching material.

Secondly, teachers point out that any use of the native language should not be at the expense of the time allotted to the teaching of foreign language. For example, a teacher often introduces one or few new and difficult words in the process of explanation. Such a waste of time can be easily avoided by explaining new words and difficult expressions or grammatical patterns very briefly in the native language. For instance, Nasr (1963: 164) states that in teaching and learning a foreign language, the native language may be advantageous and saves time in the use of technical terms that usually do not have a wide range of meaning, in the explanation of abstract terms, and where a direct correlation between situations and language features proves difficult. Finnocchiaro (1970), on her part, points out that a complete ban on the use of the native language is not efficient especially when such a use can really contribute to learn better acquisition of the language skills. In addition to that, visual aids and the classroom environment can be used when their use save time and effort (Al-Hamash and Younis, 1985:57). 'Ten seconds of native language, whoever, can avoid ten minutes of pantomime and days of weeks of misperception'. (Simith, 1971: 29). Steinkrauss (1970: 54) offers a more direct advice to foreign language teachers when he says, 'You must not and cannot ignore the students' mother tongue'. Atkinson (1987: 241) contends that the potential of the mother tongue as a classroom technique is so great that its role should merit a considerable attention and discussion in any attempt to develop a 'Post- Communicative' approach to teaching English for foreign language (TEFL) for adolescents and adults.

Finally it could be said that the use of L1 can often be less time consuming and can involve less potential ambiguity than other methods of eliciting such as visuals, mime, creating a need', etc.' (Atkinson,1987: 243).

2.3 Cons of the use of L1 in L2 classroom

Contrary to what has been stated in the preceding section the present section aims at reviewing some of the viewpoints that take a negative position in their treatment of the matter of the use of the native language in foreign language lessons.

Firstly, the students' native language should not be used in the classroom, because it hampers to master the target language L2 in a natural way. Therefore, the L2 is used in the classroom, not the students' native language (Freeman, 1987:44).

The reader should not be surprised as some of those writers who we have just seen advocating the use of native language in the previous section are taking a different stand here. Hence, their viewpoints are to be stated as neutral as possible in the light of the justifications they are putting forward. What is worthy to note in this respect is that the opinions agree upon the point that the time of foreign language lesson should be devoted to the exclusive use of the foreign language. This is so because learning a language is the matter of using it, and the more a language is used or practiced, the more competence is to be achieved on the part of the learners.

Secondly, if acquisition results from exposure to target language L1 input, there is obviously little value in using the native language L2 in the classroom (Underwood, 2001: 25). Nasr (1965) points out that learners who desire to say or write something in the L2 would first think of it in their own language, then attempt a translation. Such a step is considered as 'unnecessary or harmful translation through the native language' (P.161). Nasr adds that the chances to think entirely in the foreign language are diminished because of the mental trip the learners make to his native language. In the same manner, Gatenby (1967) speaks of translation as a 'deceptive process' which should be avoided at all costs as an exercise, oral or written.

Thirdly, Atkinson (1978, 246-7) states some problems that may ensue from the excessive use of the L1, for instance, (a) teachers and learners may begin to feel that their knowledge of any linguistic item is inadequate unless the L1 is used, (b) learners may say things in the L1 even when they are capable of expressing them in the foreign language, and (c) learners may fail to realize that in their discussion of the ongoing activities, only the foreign language should be used.

Fourthly, total elimination of the native language, says Desauze (1931, 19) creates a real life linguistic atmosphere and encourages both teachers and students to try to express themselves in the new language. Besides, he argues, once the teacher begins using the native language, the tendency is to gradually slip in to it more and more often. And using the native language in the classroom gives the impression that the L2 is only good for relatively artificial exercises, that when students have anything important to say, they can always go back to their own language. That is not what we want our students to learn (Underwood, 2001: 25). Commenting on Spolsky's viewpoint that It is not enough to teach a language learner to respond automatically to predetermined stimuli: 'language instruction must lead to creative language use in new achievement by noticeable numbers of learners in learning L2 lessons to the extent that a lesson seems to be conducted 40% in the native language; a procedure that would definitely minimize learners' better chances to practise the language as something creative.'

Lenard (1970: 45) argues that 'Time gained by speaking the native language is actually time lost', since each time we revert to it as a 'shortcut' we are missing a chance to practise the students' ability to understand the target language, to provide more comprehensible input.

Finally, explaining in the new language is using it to communicate something real, and it reinforces the idea that the students can understand without translating. Using the translation

in teaching L2 often misguide the course of learning the L2, and the process of using translation in teaching is considered incomplete process because it does not achieve the main learning target, learning the L2 as Lenard points out (Underwood 2001: 47).

2.4 The major Aspects of ELT

Apart from the above mentioned literature review, it is desirable to throw some light on three vital aspects of ELT, i.e. Teacher, Text-books, and Students. Generally, the process of teaching depends upon three fundamental basic indispensable elements; teacher, textbook and student. These elements are interlated to one another. When there is a flaw in one of them, definitely there is a bad effect on the other, they form a solid learning unity. However, there are other factors which also play important role in the process of teaching such as the unaccepted behaviour of students, the institution.

2.5 Teacher

Teacher is the most important participant in the process of teaching English as a foreign language. Hence, the most essential and the very urgent theoretical topic to be addressed is what are the qualities of the English teacher (EL)?

For the question, what is the teacher of foreign language?

According to Murcia and Goodwin (1991: 136) 'The teacher is ideally a native or near native speaker of the target language'. Crookes and Chaudron (1991: 46) suggest that 'Our conception of the teacher is someone faced with a great number of decisions to be made at every moment of classroom instruction.

There are so many qualities that a teacher of EL should obtain to carry out the process of teaching EL successfully. The following qualities are categorized by Harmer (1986: 5).

Teacher should make his course interesting.

He should have mastery in all required skills, i.e. listening, speaking, reading and writing.

He should develop interests and sympathy in all his students to enjoy the learning.

He should motivate all the students to participate, and be fair to all.

He should have great patience.

He should use all the methods to make learning effective.

In addition, teacher should know how to simplify and clarify his responses in accordance with the feedback he receives from the learners, how to give instruction as clearly and easily as possible. Teacher of English should understand the nature of language and basic concepts of language systems, for example, phonology- the study of speech of sounds (Oxford Dictionary, 2000:868), morphology-the study of forms of the word (Oxford Dictionary, 2000:756), syntax-the arrangement of words into phrases and phrases into sentences (Oxford Dictionary, 2000:1212), lexicon- a list of words (Oxford Dictionary, 2000:678), semantics- the field which deals with the meanings of the words and sentences (Oxford Dictionary, 2000:1068), discourse- spoken written language (Oxford Dictionary, 2000:330), and pragmatics- the study of the way in which language is used to express or interpret real intention in particular situations, (Oxford Dictionary, 2000:905).

In addition to the above mentioned characteristics of a teacher, the following facts should also be taken into account. A teacher should:

Become familiar with the students' name and use it frequently.

Have smiles on his face and be friendly with the students.
Be a good listener and encourage students to be interactive.
Show recognition of and enthusiasm for the students' accomplishments.
Have understanding of the students' culture.
Be considerate to the opinions and beliefs of the learners.
Give students enough time to respond and be patient.
Use more encouraging words such as 'You are giving it a good try, but maybe we should look at it in a little different way...' instead of responding with a flat 'No, that is wrong.'
Shuffle or shift the topic of discussion if students do not respond to the concerned subject matter. Such an attempt helps the teachers to retain the attention and interest of the learners to make the learning easy and effective.
Give a student a chance to talk to him about in case of any problem.
Use a language that students can easily understand, repeat frequently, use pictures or illustrate ideas whenever necessary and keep any instructions short and simple and finally make the student feel that he is there to help them out.
Understand the interrelatedness of listening, speaking, reading, and writing skills and uses this understanding to develop students' English language proficiency. Listening, speaking, reading and writing can be integrated in such a program provided that it focuses on meaning.

2.6 Textbook

Before starting to teach it is very important to decide what kind of curriculum student should have to learn. How is the language to be organized and what skills should teachers concentrate on through that curriculum? The organization is called syllabus. Some syllabuses are fairly short, namely, they contain lists of grammatical structures or functions, as in the old series of the textbooks (*Further English for Libya* 1970s, *Living English for Libya* 1980s, 1990s) that were taught in Libya in the early seventies up to late nineties. Whilst other syllabuses are much more detailed, containing lists not only of language, but also lists of topic and subject matter or activities and tasks as in the new series (*English for Libya*, 1999).

Harmer, 1991, pp 26-7 says 'in the nineteen- seventies a major debate centred on what the focus of a language syllabus should be. Some methodologists advocated abandoning the older grammatical syllabuses (with lists like *verb to be*, *there is/ there are*, *present continuous*, *present simple*) in favour of functional syllabuses (with lists like *introductions*, *invitations*, *apologies*, *requests*, etc.). The argument was that studying grammar failed to show what people actually did with language. It was suggested that we should teach functions first and the grammar would come later.'

One way of organizing a syllabus would be in terms of using a wide range of language topics or subjects, e.g. a topic deals with 'health' another tackles 'fashions' and so on rather than concentrating on grammatical structures or functions only.

The final shape of a syllabus may depend to a large extent on the needs of the students who are going to be taught. The syllabus for a group of engineers might look very different from the syllabus for a group of physicians or economists. The level of the students also plays a crucial role as the beginners' syllabus would be very different from the advanced one. The students' age also plays decisive as far as the selection of topic or subject is concerned. There are other factors contribute in the final form of the syllabus, such as, the culture and the educational background of the students, the kind of institution that students study in. It is to

be noticed that the syllabus which was used in Libya before 1999 was a general textbook, whereas the syllabus which has been started to be used in Libya since 1999 is restricted, namely, there are textbooks for secondary school students who are specialized in 'Medicine, Engineering, Social Work, Economist, Basic Science'.

Teaching restricted English classes means that syllabus designers, material writers and teachers have a limited range of language's possibilities. But one area which is not subjected to restrictions is the area of language skills, reading, listening, speaking and writing. Any programme of language study should have a list of language to be taught: a list of functions, a list of vocabulary, a list of themes, a list of activities and tasks and a topic to be dealt with.

One last issue to be dealt in this discussion is what variety of English, British English, American English, Canadian English or Indian English, is better to have students exposed to. The first point is the variety of English which the teacher uses. It is absolutely certain that it will be the one which the students become more accustomed to. The second point is the most appropriate for the students. For example, if the students are going to USA, American English is better for them, but British English in case of going to UK.

Finally, it could be said that the relative merits of grammar, vocabulary, functions, topics and tasks are the main principles in designing a syllabus. We conclude that the job of the syllabus designer is to combine all these elements to a greater or lesser degree depending upon the needs of the students.

2.7 Students

As a part of discussing the third objective, one should raise a question, 'Why do some students succeed at language learning whereas others do not?' If the teacher realizes the answer of this question the task of teaching and learning will be uncomplicated. As away of answering this question, it is needless to say that motivation is the biggest factor which affects students' success. Motivation is some kind of internal drive that encourages someone to practise a course of action. Language learners who are motivated perceive goals of various kinds.

We can make a useful distinction between short-term goals and long-term goals that students are supposed to achieve. Long-term goals might have something to do with a wish to get a better job at future date, or a desire to be able to communicate with members of a target language community. Short-term goals might include such things as passing an end-of-semester test or finishing a unit in a book. (Harmer, 1991) Motivation can be separated into two categories: *extrinsic motivation*, which is concerned with factors outside the classroom, and *intrinsic motivation*, which is concerned with what takes place inside the classroom.

Another factor affecting the attitude of students is their previous experience as language learners. If students were successful in learning English, they may be successful in the future, and if they were failure, it adversely affects the future too.

Thus, it could be said that students in Libya are studying EL for limited purposes. They learn it either to pass exams as a necessary part of one's education process, or for career progression while working for an organization or business with an international focus. So the main aim of teaching English was very limited and most of the students were prepared merely to pass exams and the same situation still continues.

A large number of preparatory Libyan students ask why they have to learn English. A simple explanation is that students are bored, not interested in learning English. The teachers have been unable or unwilling to explain the importance of English as an international language.

Those teachers did not put into accounts that current life can not go on without learning and using EL. If the students are motivated, the learning of EL would become easy from one side and productive task from other side. As soon as students know the importance of EL, they will develop special interest in learning it.

It is the teacher's major job to make the process of learning English interesting. There are many methods for implementing that purpose. For example, teacher gives chances to his students to take part in the lesson and not to keep them sitting on their places to acquire English material. Participating in such activities e.g. role-play; pair-play, student-grouping, students may be stimulated. Letting students to play the role of teacher inside the classroom sometimes, might create huge desire to learn. Exchanging the test paper and showing them how to correct those paper by giving them the modal answer of the test, would also contribute in motivating the students to be interested in learning.

Student should be well aware of using their mother tongue in such activities in English, pair-work and group-work, though; it sometimes seems that the students are unable or unwilling to take part in such activities. They should be discouraged to use the mother tongue in such places. If the students are speaking in their own language rather than English during an oral communicative activity then clearly the activity is fairly pointless. Teacher should ensure that English is used most of the time. Teacher should use tightly controlled activities for pair-work until they are confident that they will take part properly. Thus the task becomes a little adventurous and gradually moves back in stages towards the use of freer activities in groups.

Teacher should sometimes give students a chance to work individually. Individual study is fruitful, because students can relax from outside pressure.

2.8 Effects of Behaviour

It has been found that learning process is also hampered due to unaccepted behaviour. Sometimes there are situations that require teachers to have control over the students. Namely, teachers encounter a disruptive behaviour of a student or students. Such behaviours are frequently unfriendly to the teacher or even to the other students. For example, coming late, interrupting other students when they speak, bringing drinks or food into the room, forgetting to do homework, not paying attention to the lessons, etc.

There are several reasons of unaccepted behaviours. The following are some of the main factors which cause unaccepted behaviours.

The first important factor that makes the students troublemakers is the boredom. This is due to the teacher's method of teaching particularly when focusing on a certain limited students in asking and answering and paying no attention to the rest of the class.

Students being neglected among their classmates give a justified feeling to make trouble inside the classroom.

Sometimes monotony occurs due to the excessively high level of the study material, which forms a sensible reason to irritate trouble, because students are not able to digest the studying material.

Class size also accounts for the chaos as larger classes are more prone to be noisy and hence troublesome.

Sometimes, time of classes also affects the attention and the behaviour of the students. It has been found that classes before the lunch hour cause some unrest in students; classes after the lunch make students feel drowsy, whereas the classes in the early morning bring students in

sleeping mode. So the question arises, what should be the perfect timing of teaching especially for the teenagers. According to me the right time should be somewhere after the breakfast between 10am to 1pm.

The teacher's attitude towards the students is also one of the factors which affect the behaviours of the students. To avoid any untoward behaviour from the students a teacher should:

Go to the class with preparation, students make out whether the teacher is sure or not about the subject matter.

Issue threats with actions, otherwise threats shape nothing but disorder and muddle.

Not raise the voice as this may cause negative results, because noise makes trouble. Very often a quiet voice is far more effective.

Avoid having the favourites or picking on a particular individual.

Be sensitive to the students' reaction to what is happening in the classroom.

Not change his code of conduct and work ethics even temporarily.

Not allow students to chew gum inside the classroom nor he should do the same. Such an anti-social behaviour not only destroys the teacher's image but also encourages students to be troublemakers.

2.9 The Institution

If the institution does not have a recognized policy for dealing with discipline problems then it is set up to the teachers to press for such a system.

Many institutions will seek the help of the student's parents. It is reasonable and important to have the parents involved in their son's education problem. The institution has the final power of expulsion or exclusion. The institution also has the power to warn the students of the consequences of actions, to change students from one class to another or to explain their attitudes of anti-social behaviors. Viewing the above-mentioned facts, a teacher should act upon all the suggestions to make learning efficient and effective.

2.10 Introduction on Curriculum

Since any piece of research begins with some literature review, the present research has made an extensive survey of the curriculum, and the teachers who carried out the task of ELT in Libya for last three decades. Before discussing the syllabus used for ELT over the period of three decades, it is desirable to throw some light on the historical background of Libya.

Libya had been an Italian colony until the defeat of the Axis forces in North Africa in 1942. From 1942 until 1951 Libya was under temporary British military rule. During the 1940s, Italian occupied forces and their allied troops from different nationalities non-speaker English tried to learn English as a foreign language in order to communicate with the British and the American troops, who were with the Italian in Libya. This highlights the very beginning of teaching English as a Foreign Language in Libya. (See the Web Site: www.inflibya.org.)

Schools at all levels were established, and old Quranic schools were reactivated and new ones were opened, lending a heavy religious influence to Libyan education. School enrollments rose rapidly, particularly at the primary level; vocational education was introduced; and the first Libyan university was established in Benghazi in 1955. During the 1970s, teacher training was pushed in an effort to replace Egyptian, Syrian, Sudanese, Palestinian and other non-

Libyan teachers who made up a majority of teaching personnel during the seventies, eighties and nineties.

It is worth mentioning that the year 1943 indicated to the first step of learning English in Libya. The Italian army started to learn the English book '*Basic English BE*'. The same book was adopted to be taught in the Libyan secondary schools which were very few at that time. Teaching BE textbook went on to the following two years. This period did not last too long as Italy lost the Second World War and consequently officially recognized the independence of Libya from its authority, and the teaching of BE stopped after two years of application and another new stage began.

Since 1947, the real beginning of teaching English as a foreign language started in very few schools. To show their assistance, the British and French, who were still overrunning Libya after the withdrawal of the Italian troops, started to build new schools with the cooperation of UNESCO. Added to that, a number of students were sent to Egypt to study different specializations so that Libyan teachers would replace the non-Libyan ones working at different parts of Libya.

The American English book '*Essential English EE*' replaced the British English book BE. EE and remained in use for two years before being canceled in 1949. *That was orally said by Mustafa Gusbi and Elsaid Ali Alhajaj* (See Appendix A)

2.11 The Syllabuses of ELT

Indeed, textbooks play a crucial role in providing a base of materials for both teachers and students. Most researchers in this field indicate the effective use of textbooks by teachers and students. O' Neill (1982), for example, points out that most teachers are inclined to follow the text's methodology, vocabulary and sequence to the letter. Ariew (1982) also regards the textbook as a means of motivating students to pursue language for their purposes.

In this context, the importance ascribed to the textbook makes the evaluation and selection process much more crucial. This is because textbooks abound for all levels and purposes today, which eventually makes the task of evaluation process challenging for teachers.

However, some researchers and teachers agreed with the idea of adopting textbooks in classrooms from practical reasons. For example, Garinger (2001) gives three main reasons that textbooks are so heavily utilized.

It is an extremely difficult and arduous process for teachers to develop their own classroom materials.

Teachers have limited time to develop new materials.

External pressures restrict many teachers to compile the materials by themselves.

Other researchers also support the idea of using textbook, such as Montagnes (2000) who indicates that textbooks might be the only instruction to literacy for students in area with no easy access to newspaper, magazines or other reading materials.

Other researchers, on the contrary, oppose the using of fixed textbooks in delivering EL lessons. As Hutchinson and Torres (1994) propose the anti-textbook assumptions, and draw the conclusions as follows:

Textbooks are merely a pre-packed form of classroom materials.

The structured textbooks constrain creativity and lead to deskilling of teachers.

The fixed format of a textbook makes negotiation more difficult.

A textbook neither meet the needs of any individual teaching nor the needs of the learners within it. Crawford (2002) also explores two opposing points of view about textbook. The first one is that commercial materials deskill teachers and constrain their capacity to teach and think professionally. The second one is that the role of the materials is positive in case of using them as useful tools for fostering teachers' development and students' autonomous learning.

To sum up, researchers and/or teachers are against the excessive use of and adherence to textbooks because the pre-packed set of textbooks could neither give the complicity of learners' needs nor improve teachers' professionalism. On the other hand, those who hold the positive attitudes towards the textbooks believe that in addition to the practical concern, the textbooks also support students' learning and foster teachers' professional development.

It can thus be concluded that the idea of using textbooks is an indispensable decision in the process of teaching EL in school, and students could learn better and faster when having textbooks of EL in front of them.

2.12 The Role of the Textbooks

The role of the textbook is one of the fundamental pillars teaching process. The kind of EL learners can be distinguished through the kind of textbook they use, namely, it could be said that textbook plays indispensable role in the process of EL. According to Cunningsworth (1995) textbooks had multiple roles in EL classrooms and could serve as:

Recourse for presenting material (spoken and written).

Recourse for activities of learners' practice and communicative interactions.

Reference source for learners on grammar, vocabulary, pronunciation etc.

Recourse of stimulation and ideas for language activities.

Recourse for self-directed learning or self-access work.

Support for less experienced teachers.

Therefore, textbooks could facilitate teaching, learning and classroom activities and interactions.

However, the role of the textbook might change from one classroom to another due to the pedagogical approach teachers adopt. Wade and Moje (2000) propose that the variations in textbook use reflected differences of pedagogical approach, and further classify the role of textbooks in two approaches; *(1) the transmission approach (2) and the participatory approach.*

In the transmission approach, the role of the textbook and the teacher are to transmit a large body of authorized or official knowledge and skills to students. Teachers rely on textbooks heavily.

In the participatory approach, the role of the textbooks is viewed as a tool for learning and constructive new knowledge rather than as repositories and collectors of information. Hence, instructions rely on a wide range of texts, including textbooks, reference books, novels, journals and magazines.

Distinguished from Wade and Moje (2000), Allwright (1981) define the role of the textbooks from two points of view; the first one is the deficiency view, which regards the textbooks as being a method for compensating for teachers' deficiencies. The other view regards the textbooks as carriers of decisions best made by someone other than the teacher because of the differences in expertise.

The role of the textbooks should be at the service of the teachers and the learners alike, and not to be their master. '(Cunningsworth, 1995, p, 7)'

2.13 The Prerequisites of Effective Teaching Materials ETM

In reference to the previous discussions, the role of the textbooks is expected to act as guides or negotiating points for teachers and students. Based on this assumption, Crawford (2002) delineates some components of ETM as follows;

Language is functional, realistic, authentic, contextualized, and required learner engagement in purposeful use of language.

Materials should deal with written as well as spoken genres and include an audio-visual component.

ETM would engage learners affectively as well as cognitively, and further foster learner autonomy.

Materials need to be flexible enough to provide to individual and contextual differences.

2.14 Textbooks Evaluation

There are many criteria that could be followed in evaluating textbooks, such as the criteria by Cunningsworth, (1995; Ellis, 1997; Grant, 1987; Harmer, 1997; Van Ek, et al. 1977). But the criteria of Cunningsworth, (1995) will be followed in this study. Cunningsworth classifies the textbooks evaluation into three kinds: (1) *(predictive) pre-use evaluation*, which is the most difficult kind of evaluation because there is no actual experience of using the books for teachers to draw on. (2) *in-use evaluation*, which is implemented when the users consider whether the content should be replaced or not, (3) *and (retrospective) post-used evaluation*, which provides retrospective assessment of a textbook's performance and could be used to identify the strengths and weaknesses. Ellis, (1997) indicates two contributions of retrospective evaluation.

A retrospective evaluation provides the users with information which is worthy using the material, and finding out if activities worked or not. It also provides the means to modify the materials of the textbooks to make them more effective for the future use.

A retrospective evaluation also serves as a means of testing the validity of predictive evaluation. Ellis, (1997, p. 37), and further suggests on the improvement of evaluation criteria for future use.

The research into the after-use of textbooks in schools and their effects on teaching and learning could play a very important role in textbook selection in the following section; the researcher examined the access to textbook evaluation, principles of evaluating textbooks to find out what sort of textbooks there were in Libya during the last three decades. The main aim of evaluating such textbooks is the hope to find a more appropriate role that textbook should play in English as a foreign language teaching classroom in Libya.

2.15 The Description of Modern Reader

This syllabus consisted of three textbooks; Modern Reader 1, 2 and 3. Each book was for one of the three classes of the preparatory level, the second part of the basic education stage. Later on, the syllabus was followed by Reader 4 and 5 to be taught to the first and second years of

the secondary level. This series was accompanied by another series '*Modern Language Books (MLB)*'. This series basically consisted of two books: a comprehension book entitled MR and a grammar book entitled Modern language Book ML. The number of lessons was between twenty and twenty eight. There were different topics in each book; some of which were about literature and different sciences.

It is worth noting that there was a list of English-Arabic vocabulary in both English and Arabic at the end of each book. The stress of a word was also put in a very clear way. The series ML focused on very simplified and fundamental points in grammar such as learning how to rewrite simple sentences, changing verbs from present (or infinitive) form into past form in a simple sentence. Students were instructed to gradually learn how to join two simple sentences to make either a compound sentence or a complex one.

It could also be said that the series MR dealt mainly with the reading skill and the comprehension skill as well; leaving out the most important skills, listening, speaking and writing behind. That sort of teaching influenced teachers, to a large extent, who duly focused on the same skills, reading and comprehension, and took into consideration that it was the best way of teaching English and hence taught their successors to trace the same track. A second important unheeded sub-skill by teachers was pronunciation. A student cannot pronounce well unless he first listens carefully to his teacher as listening comes before speaking.

Finally, it is worth mentioning that almost all teachers of that era were non-Libyans. Most of them were Egyptians, Sudanese or Palestinian teachers.

2.16 The Evaluation of 'Modern Readers MR' Textbook

In this section the research applies all the parameters mentioned on page (15-16) to evaluate the textbooks used in Libya during the last three decades and the latest syllabus as well. First, the beginning is with Modern readers series which was used in the late sixties and early seventies.

3. Findings and Discussion

The object of the data analysis in qualitative research was to 'determine the categories, relationships, and assumptions that inform the respondents' view of the world' (McCracken, 1988, p.42). To achieve the goal of analysis and discussion, three major categories were taken, firstly, the researcher delivered a *questionnaire* to teachers of EL in Libya selected randomly to ensure the assumption that the flaw in the process of ELT was caused by the excessive use of L1 in the L2 lessons.

Secondly, *observations of classes* were conducted in the present study, namely, the observations suggested status and questions providing a descriptive analytical framework for analysis. The methods of teaching from different participants in the observations were compared based upon the suggested questions. And according to Patton (1990, p.382), 'simplifying the complexity of reality into some manageable classification scheme was the first step of data analysis in qualitative observation. Therefore, the researcher detected through all the observations, made comments or notions. The researcher tried to identify, code and categorize the primary pattern in the data into topics. Based on the outcome of coding and

categorizing, the researcher has structured and presented what observable teachers have said in a narrative way.

Thirdly, the researcher used *nine questions adopted from (Freeman, 1986) to determine the fundamental aims of using different methods of teaching English as a foreign language.* Through that aspect the researcher used those parameters in analyzing and discussing the most common ELT methods and their implementation in Libya such as GTM (See pages 121-1260), DM (See pages 136-138), ALM (See pages 141-142), SM (See pages 147-150).

The researcher has found that the sole usage of GTM cannot help learners to learn English language to a satisfactory level within the specified time. It has also been found that the teachers of EL who mainly banked on the use of their L1 in delivering lessons in L2 to clarify the intricacies of English caused the biggest hurdles for the learners to learn English in the long run. Finally, the researchers has also found that the frequent changes of textbooks create a state of confusion and destabilized the whole process of teaching EL as it has happened in Libya for three decades.

3.1 Data Analysis

It has been found during the case study that Arabic was excessively used in different fields:

explain grammatical points,

give meaning of new words,

give the general meaning of the reading text,

describe the mechanics of the writing exercises, give instructions of exercises,

give the meaning of the whole conversation

After spending several weeks in delivering the questionnaire to different teachers of preparatory stage in different parts of Libya, the research came up with the following results.

Table (1): The Results of the Questionnaire

	1- very large degree	2- large degree	3- moderate degree	4- low degree	5- very low degree
a-explain grammatical points to	17	15	12	3	3
b-give meaning of new words to	16	18	9	1	6
c-give instructions of exercises to	14	11	15	4	6
d-give the meaning of the whole conversation to	10	19	12	3	6
f-describe the mechanics of the writing exercises to	18	12	12	3	5
g-give the general meaning of the reading text to	14	19	10	4	3

This form of the questionnaire consists of two main parts. The first part represents the same general question posed in the route-finder study, namely 'Do you use translation in teaching

language lessons?' The second appears like this, '*I use Arabic in teaching English lesson to*
.....'

This is followed by (11) items that represent the cases where Arabic may be used. The sample is (50) teachers of English, at the preparatory stage, were asked to state their responses according to (5) points scale, as follows: *to a very large degree, to large degree, to moderate degree, to low degree and to very moderate degree*. The following section sheds more light on teachers' responses.

To analyse the data in the case-study 'questionnaire' Fisher's equation has been adopted. Here the researcher has quoted the Fisher's equation to determine the value of 'explaining grammatical points' in the questionnaire. The value of explaining grammatical points is 3.8 which has been obtained by using the following method of Fisher's equation as follows.

$$\begin{aligned} 17 \times 5 + 15 \times 4 + 12 \times 3 + 3 \times 2 + 3 \times 1 &= \\ 85 + 60 + 36 + 6 + 3 &= \\ 190 \div 50 &= 3.8 \end{aligned}$$

This represents the mean score of '*explaining grammatical points*'.

What the researcher has tried to argue here is that in a country like Libya, English is taught as a foreign language and students have no opportunity to apply English outside the classroom like some of the Arab countries. The use of Arabic by all the teachers of English, to a large extent in every part of Libya, and in a large extent to every important case of teaching English forms a major impediment in the process of teaching/learning EL.

The process of teaching EL will be fruitful if the use of Arabic in EL lesson is timely organized by the teachers in terms of when and where to use Arabic.

The mean scores of the case-study go beyond the value (3.2). This indicates a very threatening situation that L2 lessons are facing. It further means that teachers were no longer keen on learners' development of the basic linguistics skills. In other words, the result shows that plenty of time is wasted by using Arabic. Therefore, teachers are advised to implement some better methodologies to make conversation in more interactive and efficient using English.

Since all the case results show a heavy use of Arabic, so one needs to carry out further study in this regard and find appropriate solutions to tackle such problems.

Finally, English is at stake in Libya because learners do not practise enough in the EL lessons. Wished-for results can not be predictable unless learners have further drillings. Teachers should come forward and adopt all the current teaching methodologies to suit their teaching environment.

3.4 Data Analysis and Discussion

As for the first objective, namely '*Whether Arabic is used in English language lessons at the preparatory stage*,' it has been discovered that Arabic is used by all teachers of English. It is evident from the teachers' answers which voted for 'Yes' to the question; '*Do you use Arabic translation in English language lessons?*'

As far as the second main objective, namely '*The extent of the use of Arabic in English language lessons at the preparatory stage*', is concerned, analysis of teachers' responses to the second part of the questionnaire with its 5- point scale has been carried out by applying Fisher's equation. For example, '*explain grammatical points*' (See table 15) the numbers were

as: 17 for 'very large degree' 15 for 'large degree' 12 for 'moderate degree' 3 for 'low degree' and 3 for 'very low degree'. Fisher's equation for 'explaining grammatical points' is;

$$17 \times 5 + 15 \times 4 + 12 \times 3 + 3 \times 2 + 3 \times 1 =$$

$$85 + 60 + 36 + 6 + 3 = 190 \div 50 = 3.8$$

This is the mean score of 'explaining grammatical points'.

Table (2): The Mean Scour

CASE	MEAN SCORE
- explain grammatical points	3.8
- give meaning of new words	3.74
- give instructions of exercises	3.42
- give the meaning of the whole conversation	3.28
-describe the mechanics of the writing exercises	3.7
- give the general meaning of the reading text	3.74

Since a 5-point scale is adopted, the value (2.5) represents the medium and the values above it demonstrate a 'use of English to a large degree'. As table (3) shows, all mean scores are above the value (2.5), at a time when the mean score of the means of (6) items is (3.583) a value that is well beyond the medium and shows that Arabic, broadly speaking, is used to a large degree by teachers of English in their teaching of the subject at the preparatory stage.

In an attempt to shed more light on this issue, and since all mean values are above the value (2.5), a next step is to rank the cases according to their mean values and to analyse them one by one.

Table (4): Ranking to Mean Values

CASE	MEAN SCORE
- explain grammatical points	3.8
- give meaning of new words	3.74
- give the general meaning of the reading text	3.74
-describe the mechanics of the writing exercises	3.7
- give instructions of exercises	3.42
- give the meaning of the whole conversation	3.28

3.5: The First Value

The highest mean value, namely (3.8) is for the case 'in explaining grammatical points'. The question is 'Why?' Why does this mean value take the highest rank in the main score? Does it mean that those teachers were applying the appropriate methods of teaching grammar rules to their students? What sort of grammatical approaches were they applying? In order to answer those questions, it is remarkable to firstly define what is grammar? Grammar is the rules in language for changing the form of words and combining them into sentence. (Oxford

Advanced Learner's Dictionary 2000). There are two main approaches of teaching grammar: the deductive approach DA and the inductive approach IA as explained below.

3.6 The Second, Third Value

It is important to note here that the second and the third mean values which are equally the same as the second highest namely (3.74), are for both the cases '*to give meaning of new words*' and '*to give the general meaning of the reading text*'. For the first case, '*to give the meaning of new words*,' it gets this high value because most of the Libyan teachers seek the fastest and easiest means to make their students assimilate the teaching material. Moreover, teachers further think that students' knowledge of the meaning of words and expressions is the key to their understanding of the teaching material. That is why almost all the teachers resort to one-to-one word translation while explaining any material.

Arabic is also used to avoid incorrect connotation on the part of the students of certain expressions pronounced by their teacher, e.g. the word: *store* as noun, it means a building where you can buy things, but as a verb it means to put things somewhere and keep them there until you need them. The same thing applies with a lot of words such as, table, seal, pipe, chest, free, bank etc. There are some words that may cause incorrect connotation too, for example, the words, '*steal* and *steel*, *where* and *wear*, *shore* and *sure*, *knows* and *nose*, *would* and *wood*, *see* and *sea*, *new* and *knew*' teacher in giving such lexis use a lot of Arabic to avoid misinterpreting the meaning of those words.

Referring to the 3rd objective, i.e. *to identify the areas of language activities, where Arabic is heavily used at the same studying stage*. We find that teachers greatly used Arabic in the exercise of *guessing the meaning* of the new vocabulary in a text, because not all the students can guess the meaning. For example, '*O.K. Is it your go or mine?*' Generally students may think that the word '*go*' in the example is situated as verb which makes a big misinterpretation. Therefore the teacher herein ought to translate every single word to be understandable.

Referring to the 5th objective '*Discovering the areas which are very problematic and difficult for L2 learners and finding the most suitable ways to solve them.*' The case, *misinterpreting of vocabulary*, is one of the problematic areas that students face in learning L2 and the most suitable means to solve that problem is to give the students more practices in distinguishing the parts of speech, noun, verb, pronoun, adjective, etc. Most of the students could not recognize the meaning of the English pronouns, particularly the subject pronouns. That great lack of not knowing the meaning of the subject pronouns creates disturbing situation in the process of teaching. For instance, when asking student what is meant by, the pronoun '*it*' he immediately answers, '*لغير العاقل*' it means 'It is used for thing'. Hence, student could not distinguish between its meaning and its usage. According to my experience in Libya, most of the teachers did not pay a great attention in delivering their lessons. Consequently students still find difficulties in understanding an English sentence.

To sum up the second and the third value that the questionnaire was after, it could be said that translating every single word in each lesson repeatedly was a waste of time which contributed heavily in delaying the process of teaching and learning English.

3.7: The Fourth Value

The fourth mean value, namely (3.7) is the case of '*describe the mechanics of the writing exercises*'. The students in Libya had many problems in writing exercises due to various reasons: Firstly, the teachers explained the techniques of writing exercises of English textbooks in Arabic in great extent. Secondly, the teachers asked their students to do those exercises at home instead of doing them in the classroom. Finally, no correction was done by the teachers in the following lesson.

It is considered as a big problem in the process of learning English. One of the case-study's objectives is to suggest a solution for such case. Teachers should do one or two examples in front of the students to show them how they apply such techniques in a writing exercise. Teachers also should follow up their students' homework and check the positive points. Teachers also should determine the negative points in the students' home work and show them how to correct. In briefly, it could be said that the fourth mean value has also participated heavily in delaying the process of learning/teaching of EL.

3.8 The Fifth Value

The table (18) shows that the case '*give instructions of exercises*' also recorded the high mean value namely, (3.42). One of the negative effects of using heavily Arabic in '*give instruction of exercises*' was that a great number of students fail in answering while examining, because they used to receive all the instructions

3.9 The Last Mean Value

The last highest mean value, (3.28) is for the case '*give the meaning of the whole conversation*'. The main purpose of conversation is to let students practise the L1 through it. Although conversation did not take too much attention in the process of teaching EL, teachers used Arabic in large extent in delivering it to students. Hence, using too much Arabic in conversation infected the main goal of teaching it. Conversation is one of the main linguistic skills that learners can not get away with.

The series 'English for Libya' EFL have a number of speaking activities. Students are supposed to practise them, but unfortunately they mostly got those conversations in their L1 which it did not make sense and benefit. Conversation is meant to be practised by the students not to be translated in their mother tongue, and students should be given the opportunity to be trained on it in pairs or small groups.

It is to be noticed that the speaking skill gives a good chance to listen to the students the way they use the L2 in conversations activities. Through that activity teacher could firstly find out the weak points and the common errors that students did, secondly he could correct those errors, and finally he might change his method of teaching and the techniques that he followed according to the given results by the students.

It is worth mentioning that after three months of filling the questionnaire for the first time by the teachers who were asked to answer the questionnaire for the second time. (See appendix E) The answers were completely comparable to the first questionnaire. These answers supported the claim that the process of teaching EL in Libya is still stumbling. That validates our claim.

There are three main findings which came into light as a part of this research, but here we are going to discuss some the major findings which accounted for the impediment of teaching and learning English in Libya.

3.10 The Findings of Textbook Evaluation

First of all, the frequent and continuous changes on the textbooks over more than three decades had a great effect in the process of teaching EL in Libya as a foreign language. That situation played a crucial role in EL teaching/ learning. It is worth mentioning that situation could be divided into three phases; (a) before 1986, (b) between 1968 (c) and 1992 and after 1999.

The researcher found out that the first phase, namely, before 1986 witnessed more changes of textbooks than the phase after 1986. Before 1968 Libya used six large series of textbooks such as Basic English, Essential English, modern Reader, The Oxford Syllabus, further English for Libya and living English for Libya, as it used only two textbooks after 1992, such as living English for Libya and the huge series English for Libya. In other word, it was the period of changing textbooks. Without achieving noticeable distinguished progress in the process of teaching EL for along period, textbooks were changed frequently. As a result, that stage has witnessed impediment of teaching/ learning EL in Libya.

The new series 'English for Libya', which was hopeful to put the fundamental foundation of learning English language in Libya, contribute in one way or other in impeding the process of learning EL. Despite the fact that the series positively have participated in the process, yet it is not the ambition. People in Libya were contemplating that the new series is the answer of the case-study of English language. Despite the difficulties in learning EL, students have been studying the new series EFL since 1999.

The second finding was that the teachers of EL in Libya used exclusively Grammar Translation Method GTM, namely, the teachers deeply dealt with translation word by word and focused on grammar points excessively. Furthermore, during the class period, L1 is used trebly than L2. Namely, the teachers mainly bank upon the usage of Arabic to clarify the intricacies of English which caused the biggest barrier for the learners to learn English in the long run. The L1 was used to elicit English responses in various linguistic situations rather than using pantomime, acting, audio-video aids or any other means of explaining.

Here it is to add that the researcher has also found that the use of GTM in particular should not be focused solely unless all other methods such as, DM, ALM, SW, SM CLL, fail to meet the requirement of ELT.

This phase cannot be viewed as transformational phase as the predecessors (former teachers) showed the same path to the successors (would-be teachers). Thus, the problematic case keeps going on up to currently.

It is noteworthy that the researcher also found instead of including the new linguistic skills listening, speaking and writing in their teaching in an appropriate and possible way, teachers had taken the worst step towards the process of teaching, yet it was the easiest step for them, they misplaced all the concerned exercises and activities about those new skills and kept only reading and grammar skills. That indicates there is no difference between the old series 'Living English for Libya' and the new series 'English for Libya'.

To sum up, students according to the research are victims. Firstly, they were blown out by the frequent changes in textbooks during the seventies up to nineties; secondly by their

teachers who endured a lot through the period of abolishing EL 1986-1992 and then they went back teaching again without having in-service or developed course. Most of the linguistic activities were done by the teacher, approximately no chances for the students to take part in the class, and if there was a chance, anxiety and fear would prevent them from participating in the class activities.

According to the strategies of the new series 'English for Libya', for example, students are supposed to spend 850 hours in English lessons within six years. But in fact they had less than 400 hours within the same periods. It is found that most of the teachers always kept on correcting the mistakes of the students' mistakes rather than motivating the students to do the same in an inductive manner. On the other hand, teacher focused on the quantum of words, phrases and sentences to be mastered, rather than developing the ability to communicate in contexts

3.11 The Findings of the Questionnaire

Since a 5-point scale is adopted, the value (2.5) represents the medium and the values above it demonstrate a 'use of English to a large degree'. The researcher through the questionnaire has found that (See table 17) all mean scores are above the value (2.5), at a time when the mean score of the means of (6) items is (3.583) a value that is well beyond the medium and shows that Arabic, broadly speaking, is used to a large degree by teachers of English in their teaching of the subject at the preparatory stage. Thus, the process of teaching EL will be fruitful if the use of Arabic in EL lesson is timely organized by the teachers in terms of when and where to use Arabic. As a result, the mean scores of the case-study go beyond the value (3.2). This indicates a very threatening situation that L2 lessons are facing. It further means that teachers were no longer keen on learners' development of the basic linguistics skills. In other words, the result shows that plenty of time is wasted by using Arabic.

The researcher through the questionnaire has also found that Arabic was excessively used in the following fields:

- explain grammatical points,
- give meaning of new words,
- give the general meaning of the reading text,
- describe the mechanics of the writing exercises, give instructions of exercises,
- give the meaning of the whole conversation

Finally, the researcher has found that the teachers of EL who mainly banked on the use of their L1 in delivering lessons in L2 to clarify the intricacies of English caused the biggest hurdles for the learners to learn English in the long run.

3.12 The Findings of the Observation

The researcher through the observation has found that most teachers of EL in Libya adopt GTM very broadly. Moreover, those teachers as in other TESL/TEFL context are not well acquainted with the international methods of teaching as, GTM, DM, ALM, SW, SM, CLLM. Thus, the researcher has found that the sole use of GTM cannot help learners to learn English language to a satisfactory level within the specified time.

The researcher has also found that the most threatening factor that faces the process of ELT is anxiety. And most of the teachers of EL in Libya do not pay a great attention on their learners' anxiety. That phenomenon heavily contributes in the impediment of the ELT.

It has also been found that most of the teachers do not highlight on the main objective of the EL lesson by adding extra or unrelated information which make nothing but misleading the learners' attention on the main points of the lesson.

Finally, the researcher has found that English is at stake in Libya because learners do not practise enough in the EL lessons. On the other hands, the problems of the process of delivering L2 lessons are dealt with the excessive use of L1 by the teacher. Furthermore, the teachers himself is the sole master in the classroom and he is the only one who undertakes the reasonability of solving all the learners' problems such correcting the mistakes that students make, without giving the learners an opportunity to self-correct.

4. Conclusion

To sum up it could be said that the students of Libya have been unselectively positioned between hammer (the teacher) and anvil (the textbook). A teacher's main role is facilitating and monitoring rather than leading the class. Bearing in mind that teacher's task is to explain everything in details as Chomsky states in, '*Reflections on Language*' and recommends the use of a transformational model in teaching language, from '*deep to surface structure*'. Chomsky thinks that 'teachers can teach a finite set of phrase structure rules and expand them via the application of transformations' (1981, p.33). By such a step students can produce more language.

First of all this study is set to get ready teachers of English language to carry out the task of teaching modern EL curriculum easily and successfully in Libya. Secondly, it draws the attentions of people in charge to revise the current textbooks and adopt well revised proper and distinguished textbooks for Libyan students, who are still suffering from the current curriculum, which is not commensurate as per their abilities. Finally, it intends to motivate students to learn English. The research also concludes that the incompetence of teachers affected the learning process or sloppy lesson plans impeded the overall learning process.

4.1 Recommendation

The following recommendation should be viewed as a set of academic guidelines in the interest of teachers as well as students to inculcate and cultivate English language teaching in Libya.

Firstly, teachers were supposed to have in-service development courses in teaching English language before starting their jobs again. Unfortunately, such step was not taken in Libya therefore; teachers got a new challenge of teaching new linguistic skills such as listening, speaking and writing. Beside that those teachers did not have required expertise of teaching such textbooks. Accordingly, an investigation study of on the lack of ability of teaching all the linguistic main skills and sub-skills is suggested in this field.

Secondly, students were blown out by the frequent changes in textbooks during the seventies up to nineties, and by their teachers who endured a lot through the period of abolishing EL 1986-1992 and then teachers went back teaching again without having in-

service or developed course. We recommend in this phase to redesign the school textbooks to meet the students' aptitude and needs. Textbooks should be appropriate as per the students' specializations. Namely, the topics in the textbooks should concern the medical subjects for those who study 'Life Sciences' specialization and so forth for the other specializations.

Thirdly, language learning is largely a mastery of the four language skills in terms of the phonological, morphological (word), syntactic and semantic aspects of the target language. In addition to mastery of related sociolinguistic information, it must also cover the communicative appropriateness of the structures. Thus, the best method to learn a language in the field is to use the language itself without any hesitation on all occasions. This demands a lot of enthusiasm on the part of the learner, though. We strongly recommend the contribution and participation on the part of students as well to make the process of learning more effective and entertaining.

Fourthly, examination plays a great role in students' life and their families as well. One should also work on what are the items that a test should start and end with, how to allot the marks on each question evenly and reasonably in order to give more opportunities to the students to show their ability of understanding to perform well in the examination.

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